**Pupil premium strategy statement (primary)**

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| 1. **Summary information** | | | | | |
| **School** | Laycock Primary School | | | | |
| **Academic Year** | 2017-18 | **Total PP budget** | £51,480 | **Date of most recent PP Review** | November 2017 |
| **Total number of pupils** | 95 (incl Rec) | **Number of pupils eligible for PP** | 32 (incl Rec) | **Date for next internal review of this strategy** | January 2018 |

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| 1. **Attainment based on July 2017 data (103 pupils & 38 xPP)** | | | | | | | | | |
|  | Laycock Primary School Disadvantaged children | | | National Disadvantaged pupils | | | Laycock non-disadvantaged pupils | | |
| % of PP children achieving GLD in EYs (3 children) | 66.6 | | | 54 | | | 58.3 | | |
| % of PP children achieving expected standard in phonics screening check (4 children) | 50 | | | 70 | | | 81.8 | | |
|  | R | W | M | R | W | M | R | W | M |
| % PP children achieving age-related expectation at the end of KS1 (4 children) | 0 | 25 | 0 | *78* | *70* | *77* | *72.7* | *63.6* | *72.7* |
| % PP children achieving age-related expectation at the end of KS2 (5 children) | 60 | 60 | 40 | *72* | *64* | *76* | *75* | *75* | *75* |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | |
|  | | A lack of parental engagement with home learning – reading, maths skills, handwriting, spelling. | | |
| **B.** | | Lower than age-related expectations in terms of attainment, especially in maths. | | |
| **C.** | | Insufficient challenge for more able pupils | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **D.** | | Whole school attendance is poor at 94.85% average to July 2017 – a significant decline on previous years. | | |
| **E.** | | Significant family circumstances which impact on pupil readiness to learn. | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Parents engage in activities at home to support progress & attainment, measured by return of home learning activities and pupil progress data on SPTO. | | Pupil progress in reading, writing & maths accelerates. |
|  | More children achieve age-related expectations, particularly in maths - measured using KPIs & SPTO termly data taken from outcomes of focussed QFT & differentiation based on accurate knowledge of pupils’ prior understanding. | | A higher percentage of pupils achieve ARE in reading, writing and in particular maths. |
|  | Higher achievers from KS1 achieve greater depth at end of KS2. | | Increase in percentage of pupils at greater depth by the end of KS2. |
|  | Whole school attendance improves, monitored daily, weekly and half termly and on a rolling ‘year’ basis to identify rises and falls. | | Overall attendance is in line with national average of 96.2%, up from 2016/17 figure of 94.85%. |
|  | Barriers to learning are diminished as a result of addressing family circumstances. | | Pupil progress & attainment improves. |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2017-18** | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| 1. **Quality of teaching for all** | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| B.Improved % of PP pupils achieving ARE in reading, writing & particularly maths, as well as combined. | Additional LSA x1 employed to support QFT & deliver support and intervention work to identified pupils to narrow the gap to non-PP pupils & ARE.  £15000 \* | % of PP pupils achieving ARE is significantly below the % of non-PP pupils achieving ARE in school and nationally. The gap is not diminishing. | Lesson observations; gaps analyses of papers | Head teacher | Pupil progress meetings termly, following standardised assessments. |
|  | Purchase of Numicon throughout school.  Rewriting of Learn By Heart cards to support knowledge of multiplication facts. | End of KS2 maths data returned significant difference in % at ARE compared to National figures.  Review of maths formative & summative assessments identified areas of weakness: place value & knowledge of multiplication facts. | Lesson observations;  pupil conversations;  data analysis. | NumCo | February 2018 |
|  | Access joint training with Ray Meyer, maths advisor.  Includes subscription to STOPS maths resources.  £1000 | End of KS2 maths data returned significant difference in % at ARE compared to National figures.  Analysis of assessments showed weakness in applying maths knowledge & skills to problem solving tasks. | Lesson observations;  pupil conversations;  data analysis. | NumCo | February 2018 |
|  | Additional budget to facilitate hands-on experiential learning  £7000 | Children lack the experiences necessary to support their learning. They need to experience visits / visitors to underpin their understanding and retention of knowledge | Visits / visitors planned into L/T planning with clear objectives for the event.  Events reviewed immediately to ensure improvements year-on-year are made. | Head teacher & DHT | Ongoing re impact on unit of work / theme. |
| D.KS1 higher achievers are identified, supported and challenged to achieve greater depth by the end of KS2. | Additional LSA x1 employed to deliver intervention work to identified gaps to KPIs (& HLTA x1 funded from school budget)  £15000 \* | KS1 higher achievers are not achieving greater depth by the end of KS2 with any consistency. Higher achievers in school are currently identified as a significant % of the ‘slow movers’ group. | Team Pupil progress meetings including the LSA / HLTA. | Head teacher | Pupil progress meetings termly, following standardised assessments. |
| **Total budgeted cost** | | | | | £23,000 |
| 1. **Targeted support** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| D.Whole school attendance figures improve | Parent Engagement Meetings for families with poor attendance.  £13000 contribution | 3x PP families & 9 families in total presented with PA last academic year & these pupils made less progress than their peers; gaps to ARE are increasing over time. | Monitor attendance; address identified issues with school & agency support; regular meetings | CHaPS team | Weekly monitoring of pupil attendance. Half termly overview; |
| **Total budgeted cost** | | | | | £13,000 |
| 1. **Other approaches** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| 1. Parents engage with home learning activities | Parent sessions in class with children  £300 | Parents do not engage with home learning activities. As a result home learning activities are not completed and impact on pupil progress and attainment is negligible. We need to accelerate pupil progress and additional practise & application of skills is required to support this. | Introduced at Coffee morning & via a letter home September, written in association with the children, inviting parents into school one morning a week (Friday??) to join their child in class to go through an identified piece of home learning (initially maths as this is the main focus subject in term one).  Feedback from pupils & parents as well as teachers; pupil progress data – comparing progress of those whose parents have supported & those who have not; home / school diaries. | Head teacher with CHaPS | February 2018 |
| B & E.Impact of individual family circumstances on child’s readiness to learn is minimised. | Individual approach depending on family circumstances.  £12,770 contribution | Local evidence shows that in-house support alongside specialist family work (eg specialist support team, EP input) has greatest impact on improving family circumstances. | Boxall entry & exit profile data; pupil scrapbook; feedback from adults. | CHaPS manager. | January 2018 – dependent on family. |
| E All children have received a full breakfast & are ready to focus on learning | Funding of 1x staff member a day to run breakfast club.  £2230 | C 30 families a day access the free Breakfast Club. There is a core of families that benefit from the club on a daily basis | Staff rota for running the club so as to ensure the burden & responsibility is shared.  Supported by Gregg’s Charitable trust | Headteacher | December 2017 |
| **Total budgeted cost** | | | | | £15,300 |

**£23,000 + £13,000 + £15,300 = £51,300**

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2016-17** | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| i Lower ability PP pupils in Reception will diminish the gap to their peers identified from on-entry data for language and communication skills. | Additional support staff funded to support PP & under-achieving pupils (as well as some SEN children). Implementation of ‘Talk Boost’ programme. | Of the 15 children in reception class, 3 were PP (& one of these was also SEN) & of the other 12 non-PP pupils, 3 were SEN. Average progress to end of summer 2 data collection shows that PP pupils averaged 3.7 TPs progress in reading / phonics compared to 3.1 TP for non-PP pupils.  In Listening & Attention, 66.6% (2/3) of PP pupils achieved ‘Expected’, of whom one entered school significantly below ARE, compared to 66.6% (8/12) of the non-PP pupils. PP pupils performed as well as non-PP pupils. In Understanding, the same figures were reflected as above (with the SEN PP pupil falling short of ‘expected’ but making significant progress), and in speaking a similar picture was evident, except that one PP pupil exceeded expectations.  This was achieved despite the Talk Boost teacher leaving her post in the Autumn term, being replaced by an LSA who was class-based. | Quality provision in the classroom facilitates a significant boost to communication skills in Reception.  There remains a need to identify the more complex needs of those children who present with significant communication difficulties and to this end a screening programme (in addition to Boxall) is useful. We are introducing Elklan screening & intervention from September 2017. | See \* |
| ii &iv Vulnerable children / barriers to learning / social & emotional needs are addressed so that children are given the best opportunity to succeed academically, including transition arrangements. | School supports visits / visitors / transport to reduce parental contributions. | Events supported include:  Class Enterprise Curriculum; Y3/4 Heritage Project & visits to Bronte Parsonage Museum; visit of Irene Lofthouse (story teller & author); visit to meet Jeremy Strong (Y5/6); Reception visit to Cliffe Castle; visit of James Denny & associated sporting activities; Archery; High Adventure OAA; Ninja Warrior Challenge; Zoolab; Eureka!; transport costs for Keighley Library visit & Reception’s World Food café for parents. | We know that our children require hands-on experiences to facilitate their learning and maximise their progress, but the cost of transport & rising entry costs to settings make this increasingly impossible. By brining events into school we have managed to ensure something for everyone, but further funding cuts means we cannot sustain this provision into the next academic year; fund-raising ideas have been sought from parents to support this. | £5207.17 |
| I, ii, iii Assessment software facilitates monitoring of pupil achievement & progress, identifying gaps in knowledge & skills to inform S/T planning | Subscription to SPTO | SPTO software has facilitated:  tracking of pupil attainment to national curriculum objectives & ARE;  visual presentation of gaps in curriculum knowledge & coverage;  tracking of pupil progress;  analysis of progress by specific groups;  average cohort progress;  comparison of progress by groups within a year group and across year groups.  Access to data is immediate and up-to-date. | Pupil Progress meetings have been more informed with a greater array of data, including identification of slow-moving pupils within a year &/or key stage. It is a complete package that facilitates all aspects of pupil progress & monitoring & has also supported the writing of pupil reports.  We will continue to invest in this package. | £900 |
| 1. **Targeted support** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| ii, v, vi & viii Parental aspirations are raised; attendance improves; parental engagement increases & parents’ support ensures children’s barriers to learning are minimised. | Parental Engagement meetings, led by CHaPS & DHT, to ensure barriers are identified and addressed; parenting support / advice; links with hard-to-reach families; developing positive conditions for children to thrive. | Parental Engagement with the ChaPS team has improved significantly & strong relationships have been built with a few core families who have benefited from significant support. However, getting other families to engage remains a significant challenge. Over 2016-17 51/65 families have worked directly with ChaPS / DHT.  The deployment of the DHT to cover classes full time following the absence of supply teachers & the need to stabilise teaching has impacted on school’s ability to carry out the volume of work that is required in this area. | ChaPS are a vital support mechanism for our families and ideally the number of hours for this team needs to be increased to meet the demands of the community. However, currently funds do not facilitate this.  Budgeting has been carried out to sustain the current staffing rates over the coming couple of years. | £11, 293.20 \*\* |
| i, ii, iii, iv Barriers to learning success are reduced / removed | Learning Mentor / ChaPS intervention re self-esteem & learning behaviours, sometimes challenging external views in order to improve outcomes. | Small group & 1:1 work has had a significant beneficial impact on children’s ability to access learning, particularly in terms of developing self-esteem, which is a significant issue for many of our children. Children also come to school carrying worries from home and the intervention from ChaPS has helped them to cope with these worries effectively.  Evidence data is soft in many cases, but we are now seeing the impact in progress data for key pupils. | This work is vital and will continue, but ideally with a greater capacity. Funding currently does not support this. A full staffing complement in September means the DHT will be able to take additional Parental Engagement sessions and release ChaPS for additional 1:1 & small group work with vulnerable pupils.  Sport funding being allocated to facilitate GMS 7 FMS input with EYs / KS1 to release ChaPS from this commitment also. |
| viii All children have received a full breakfast & are ready to focus on learning | Funding of 1x staff member a day to run breakfast club.  Daily fruit / vegetables as morning break snack for all pupils | An average of 23 families access the free Breakfast Club on a daily basis, with an in-year high of 31. This is similar to last year’s data although the in-year high was 27 in 2015-16.  There is a core of families that benefit from the Club on a daily basis. | This club is heavily subsidised by Gregg’s and whilst Parental support in running it is reliant on a couple of families, the PP funding is vital to keep this resource running.  We also won 2nd prize in Kellogg’s Breakfast Club competition (community section) which brought a further £500 to support purchase of new games for the club.  This resource to continue. | £2229.50  £600 |
| viii All children dressed in appropriate, tidy & clean school uniform | Clothing vouchers for PP children to be used at Firth’s Outfitters, Keighley. | All children are in school uniform, with the exception of school shoes which are not enforced.  A supply of old / unclaimed sweatshirts is available in school to provide to those children who are cold or could not play out without the additional clothing. | This funding ensures all children are adequately clothed and is supported also by contributions eg coats, trousers, socks, etc from staff to ensure all children can access outdoor play. This resource is vital to ensure the comfort, wellbeing and full participation in the school day for all our children. | £962 |
| ii & viii All children have a book bag to support home learning & communication | School provides a ‘free’ book bag to every child (replacements are chargeable) | Every child has a bag to carry items to & from school. However, the desired impact of raising the number of children engaging in home learning has not transpired; the number of families communicating with school via home learning booklets remains constant and for these parents the book bag is useful. | To facilitate this for all new to Reception pupils and new to school PP pupils in 2017-18 & monitor engagement with home learning for these children. | £472.50 |
| 1. **Other approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
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| 1. **Additional detail -**   In this section you can annex or refer to **additional** information which you have used to inform the statement above. |
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